



## POMARIA/GARMANY ELEMENTARY

7288 US Hwy. 176  
Pomaria, SC 29126

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	391 Students	
<b>Principal</b>	Beth Brooks	803-321-2651
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Jody Hamm	803-276-7552

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Good
2009	Average	Average
2008	Average	Good
2007	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

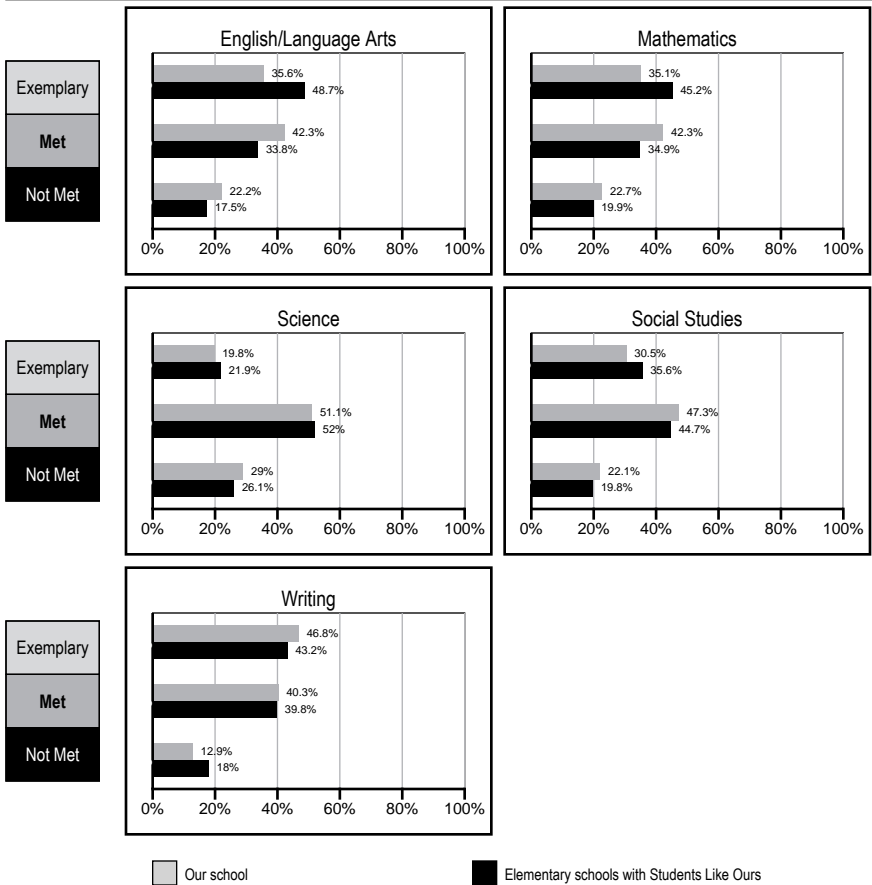
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	40	18	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=391)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.8%	0.9%	1.1%
Attendance rate	96.1%	Down from 96.3%	96.2%	96.2%
Served by gifted and talented program	8.5%	Down from 15.0%	19.1%	13.4%
With disabilities other than speech	2.0%	Down from 4.8%	3.9%	4.1%
Older than usual for grade	0.3%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	61.5%	Up from 57.1%	65.0%	62.5%
Continuing contract teachers	88.5%	Down from 89.3%	91.2%	88.2%
Teachers returning from previous year	88.4%	Down from 90.1%	89.6%	87.8%
Teacher attendance rate	92.8%	Down from 95.1%	95.4%	95.2%
Average teacher salary*	\$47,765	Up 3.6%	\$48,063	\$46,773
Professional development days/teacher	11.9 days	Up from 4.3 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	87.7%	Down from 90.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.6%	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,372	Up 5.9%	\$7,042	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 71.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.3%	Down from 68.6%	66.3%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pomaria-Garmany Elementary School is located in the rural community of Pomaria in Newberry County. Our school serves a diverse population of 392 students, which includes pre-kindergarten through fifth grade. Fifty-four percent are Caucasian, twenty-five percent are African American, and twenty-one percent are Hispanic.

Pomaria-Garmany is an Advanced ED accredited institution. Sixteen faculty members at Pomaria-Garmany Elementary School are National Board Certified teachers, and three are continuing the process. The faculty participated in many professional development activities this year including Working on the Work and PBIS (Positive Intervention Systems) trainings. First Steps continued to fund a summer program for ten kindergarten students to increase their readiness level for kindergarten. These awards and other activities demonstrate a hardworking and dedicated faculty and staff.

Students at Pomaria-Garmany Elementary had many accomplishments this year. On a school level, students were recognized at the end of year awards ceremony. Students were rewarded with plaques, medals, and certificates. Parents and members of the community were invited to support student achievement. PGES also recognized three fifth grade students as winners of the State Superintendent of Education Essay Contest. Additional awards were given to fourth and fifth grade students as recipients of the Duke TIP Talent Search Award and MESAS (Middle and Elementary School Academy of Science).

Students at Pomaria-Garmany experienced learning outside the classroom through guest speakers, field trips, and school-based service learning opportunities. Third grade students served as Library Helpers, assisting the media specialist in shelving books after school. Fourth grade students continued to maintain the PGE postal system and delivered mail to students, faculty, and staff. Fifth grade students, under the guidance of our school media specialist, produced a daily morning news show. Fifth grade students also were selected to serve as our morning STAR Patrol. STAR Patrol assisted in school morning duties and modeled character skills for younger students.

This is the second year Pomaria-Garmany Elementary School has been a PBIS school and gained Ribbon status. PBIS stands for Positive Behavior Intervention Support. We are focusing on the positive behaviors. No child wants to misbehave and we are looking to make long-term, durable lifestyle changes for the students as we focus on positive behaviors and correct behaviors that do not meet school expectations. A caring community and the need to belong are essential to make PBIS work. As a team, PGE has worked to create interventions and strategies to meet specific needs of students using SWIS data. Pomaria-Garmany Elementary uses the SWIS (School Wide Information System) software. This software has given school personnel at Pomaria-Garmany Elementary the ability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

Students were rewarded for positive behaviors using Tiger Bucks. These bucks were cashed in every nine weeks for an entertaining activity or shopping in the Tiger Mart. The most "Pawsome" student, the student with the most tiger bucks was recognized each month. Classrooms were also presented with the Finer Diner Award for best behavior in the cafeteria and the Golden Dustpan Award for the cleanest classroom. Bus students were also presented with the Golden Bus Award for students who displayed exemplary bus behavior.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	60	30
Percent satisfied with learning environment	72.0%	76.7%	83.3%
Percent satisfied with social and physical environment	92.0%	76.7%	90.0%
Percent satisfied with school-home relations	100.0%	85.0%	83.3%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	200	100	22.2	42.3	35.6	87.1	76.6	82.4	Yes	Yes
<b>Gender</b>										
Male	92	100	26.4	43.7	29.9	83.9	70.3	78.7	N/A	N/A
Female	108	100	18.7	41.1	40.2	89.7	83.2	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	10.6	38.9	50.4	93.8	85.7	88.9	Yes	Yes
African American	49	100	35.6	53.3	11.1	82.2	65.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	33	100	45.5	39.4	15.2	69.7	76.1	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	N/AV	N/AV	N/AV	55	43.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	48.4	38.7	12.9	67.7	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	103	100	37.8	43.9	18.4	77.6	69.9	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	200	100	22.7	42.3	35.1	87.1	80.2	81.9	Yes	Yes
<b>Gender</b>										
Male	92	100	24.1	37.9	37.9	87.4	76.5	79.9	N/A	N/A
Female	108	100	21.5	45.8	32.7	86.9	83.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	8.8	38.1	53.1	96.5	88.5	88.9	Yes	Yes
African American	49	100	42.2	46.7	11.1	77.8	69	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	33	100	45.5	51.5	3	66.7	83.4	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	N/AV	N/AV	N/AV	65	48.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	48.4	48.4	3.2	64.5	82.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	103	100	37.8	49	13.3	77.6	74	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	135	100	29	51.1	19.8	71	64.8	68.6
<b>Gender</b>								
Male	62	100	28.8	45.8	25.4	71.2	62.5	68.3
Female	73	100	29.2	55.6	15.3	70.8	67.2	68.9
<b>Racial/Ethnic Group</b>								
White	78	100	11.7	57.1	31.2	88.3	80.8	80.7
African American	29	100	50	46.2	3.8	50	45.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	26	100	N/AV	N/AV	N/AV	42.3	64.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	17	100	N/AV	N/AV	N/AV	29.4	30	35.7
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	24	100	N/AV	N/AV	N/AV	41.7	62.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	72	100	50.7	43.5	5.8	49.3	54.4	57.3

<b>Social Studies</b>								
All Students	135	100	22.1	47.3	30.5	77.9	66.8	72.5
<b>Gender</b>								
Male	62	100	16.9	42.4	40.7	83.1	64	72
Female	73	100	26.4	51.4	22.2	73.6	69.6	73.1
<b>Racial/Ethnic Group</b>								
White	77	100	18.2	36.4	45.5	81.8	77.3	81
African American	36	100	30.3	57.6	12.1	69.7	52.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	19	100	N/AV	N/AV	N/AV	73.7	70.1	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	13	100	53.8	38.5	7.7	46.2	39.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	19	100	N/AV	N/AV	N/AV	72.2	71.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	27	61.9	11.1	73	59.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	62	100	12.9	40.3	46.8	87.1	67.6	73.2	96.1	95.8
Gender										
Male	27	100	14.8	33.3	51.9	85.2	59.9	67.2	96.1	95.7
Female	35	100	11.4	45.7	42.9	88.6	75.8	79.4	96	96
Racial/Ethnic Group										
White	39	100	2.6	41	56.4	97.4	79.1	81.5	96.3	95.9
African American	12	100	33.3	50	16.7	66.7	52.5	61.3	95.7	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	66.7	95.9	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	92.5	95.7
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	25.3	26	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	94.8	94.8
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.3	65.7	95.9	96.1
Socio-Economic Status										
Subsidized meals	26	100	26.9	34.6	38.5	73.1	57	63.2	95.4	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	78	98.7	25.3	18.7	56	74.7
	4	65	100	19.4	58.1	22.6	80.6
	5	54	100	21.6	39.2	39.2	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	68	100	28.1	23.4	48.4	71.9
	4	70	100	22.1	50	27.9	77.9
	5	62	100	16.1	53.2	30.6	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	78	98.7	26.7	38.7	34.7	73.3
	4	65	100	24.2	51.6	24.2	75.8
	5	54	100	21.6	47.1	31.4	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	68	100	26.6	32.8	40.6	73.4
	4	70	100	32.4	39.7	27.9	67.6
	5	62	100	8.1	54.8	37.1	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	39	100	51.4	29.7	18.9	48.6
	4	65	100	27.4	56.5	16.1	72.6
	5	27	100	28	68	4	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	34	100	53.1	31.3	15.6	46.9
	4	70	100	14.7	57.4	27.9	85.3
	5	31	100	35.5	58.1	6.5	64.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	38	100	28.9	60.5	10.5	71.1
	4	65	100	24.2	51.6	24.2	75.8
	5	27	100	26.9	53.8	19.2	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	34	100	28.1	50	21.9	71.9
	4	70	100	16.2	44.1	39.7	83.8
	5	31	100	29	51.6	19.4	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	78	98.7	32	33.3	34.7	68
	4	65	100	25.8	50	24.2	74.2
	5	54	100	27.5	41.2	31.4	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	62	100	12.9	40.3	46.8	87.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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